

CANADIAN OPPORTUNITIES

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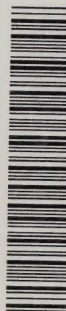
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Education Division

EDUCATION



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EDUCATION

...an investment in the future



Among life's most inexpensive luxuries are occasional flights into the realm of fantasy. Who of us has not speculated on what the future holds? What kind of life will my children have is a question that concerns all responsible parents.

Excessive "day dreaming" is harmful, but so too is little regard for the future. A compromise between these two extremes is a course of action which provides for thoughtful preparation for the future. How better to prepare for the future than to be equipped with the skills and education demanded by a highly industrialized society?

If you have a trade or are a professional, you may be reasonably certain that your future in Canada is assured. But what will it be like for my children, you wonder?

There is, of course, no easy answer to this question. But it is clearly evident that in Canada today children must acquire a high level of formal education to enable them as adults to meet the exacting standards demanded by an industrialized society.

Education is the key to the future. This theme is constantly emphasized in Canada, and the nation is engaged in a concerted effort to put these words into action.

Revolutionary changes have been introduced into Canada's educational system. New methods of instruction have been adopted such as "teaching machines", overhead projectors, closed circuit and educational television, teaching-language laboratories, and team-teaching. Curriculums have been closely scrutinized by educators, and such subjects as the "new mathematics" and the "new physics"

have come into being. Today's child is encouraged to show more originality and creativity than was the case in the past. He still must absorb a great deal of information, but more important, is his ability to apply what he has learned.

Vast funds are earmarked for education in Canada. In 1943, 1.4 per cent of Canada's Gross National Product (the total of all goods and services produced in a year) was spent on education. In 1961, it was five per cent of the G.N.P.—and the figure rises yearly.

Education is truly an investment in the future. In the words of the Economic Council of Canada—an agency created to study the nation's economic progress and to recommend guidelines to government and industry—"An educated, highly skilled and qualified work force is the cornerstone of our nation."

Canada's educational system

Each of Canada's ten provinces is responsible for its educational system and policies. Accordingly, there are provincial variations which over the years have been gradually lessened or increased as provinces reshape their educational programs.

Each province has a Department of Education headed by a Minister of the provincial cabinet. The Department is administered by a Deputy Minister, who is usually a civil servant and a professional educator. He advises the

Minister on policy, and ensures that the policy is carried out. He is also responsible for the enforcement of the Provincial School Act.

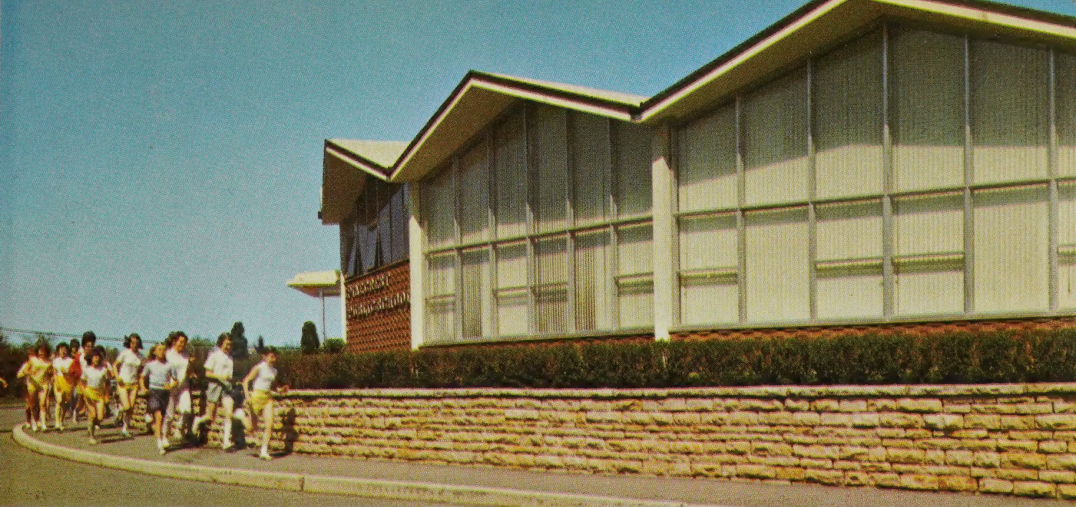
Provincial laws establish general standards for education, but in practice much of the responsibility for operating elementary and secondary schools is delegated to locally-elected boards of trustees. They are responsible for such matters as establishing and maintaining schools, the selection of teachers, and the preparation of the annual school budget.

To finance their obligations, the school boards receive about 50 per cent of their revenue from local property taxes, and over 46 per cent from provincial grants. These proportions vary from province to province. The balance of their revenue is received from fees and other sources.

In the majority of the provinces, a child must stay in school until he is 16. In the others, the compulsory school age is 15. In addition, there are restrictions on the employment of children during school hours.

Pre-School Training

To care for children whose parents work, day nurseries are found in every province. The children range in age from one and a half to five years. About two-thirds of the day nurseries are operated by public or private welfare agencies.



Although there is a heavy emphasis on academic training, physical fitness is also an important part of Canada's elementary school curriculum.

Kindergarten class in typical Canadian elementary school.



In recent years, Nursery Schools have become popular in Canada, especially in the more heavily urbanized parts of the country. Unlike the day nurseries, most of these schools are operated as a co-operative enterprise. They are usually for children between three and five years of age; the children attend for only half of the day, five days a week. There are more than 200 nursery schools in Canada and their numbers increase annually. In some provinces these establishments must be approved by the departments of education and health.

Kindergarten is the first rung on the academic ladder for most children entering the schools systems in Canada. Most accept only five-year olds, although a few, where facilities permit, may also accept four-year olds.

Kindergarten programs are designed to assist in the child's development. He is encouraged to express himself and through contact with other children, he begins to have an appreciation of the value of co-operating with others in common endeavours. Although essentially a play environment, the child is gradually introduced to a formal method of teaching as he receives instruction in music, stories and handiwork. Toward the end of the school year, he is exposed to simple ideas of language and numbers—vital preparation for the formal studies to follow.



Numerous modern high schools have been constructed in Canada in recent years.

Elementary and secondary school

More than a quarter of Canada's population — five million children and young adults — are enrolled in its schools. Of those at the outset of their academic career about 13 per cent will go on to university — and the percentage rises annually.

Education is free in Canada, both at the elementary and secondary school level, although in Newfoundland, fees may be charged for the latter. In most provinces text books and supplies are provided in the elementary schools, but in secondary schools at least part of the cost for this material is borne by the parents. Rental schemes to cover the cost of books are now in operation in many secondary schools, however.

In Canada, school bells throughout the land summon children to the start of the school year in early September. About the end of June they ring again for the last time in the school year marking the beginning of that glorious time in a child's life — a two-month summer vacation. In between, children enjoy a two-week respite from school duties at Christmas and another one-week break in early Spring.

In three of the provinces—Ontario, Alberta and Saskatchewan — there is provision for separate schools for Roman Catholics. These schools are supported from public funds, and are part of the provincial school system. Pro-

vision for separate schools is available in the elementary grades only in Ontario. In Quebec, there are really two public systems—one basically for Catholic French-speaking students, and the other for Protestant English-speaking students. There are also provisions for all other students. All schools in Newfoundland are denominational, but they are centrally administered in regard to curricula and standards. In the remaining provinces, there are no formal arrangements for separate denominational schools, although New Brunswick and Nova Scotia, in particular, have informal arrangements which cover this situation.

Some private schools in Canada are non-denominational while others are operated by religious orders. Some of these schools are residential. Fees vary from \$250 to well over \$1,200 a year for children enrolled in residential schools. In some provinces, private schools are supervised by provincial education officials. About ten percent of children in Quebec are enrolled in private schools, while in other parts of Canada only between two and four per cent of children attend such schools.

In most provinces, the elementary schools consist of eight grades, and after the successful completion of this part of their education, children normally start high school at age 13 or 14. As a rule, children attend the school in the district in which they reside.

For many years, the 8-4 plan (elementary, intermediate and secondary school grades) leading from Grade 1 to University provided the basis for organizing the school curriculum, except in Quebec and British Columbia where the elementary school course is seven years. This system is still followed in many rural, village and town schools, and in some cities. However, the plan has been modified in most schools as new educational objectives have been set. Most provinces now have a 6-3-3 or 6-3-4 plan.

The majority of the provinces grant a Junior Matriculation Certificate to a student who has successfully completed four years of secondary school study, and a Senior Matriculation Certificate for five years of study. However, in three of the provinces—Newfoundland, Prince Edward Island and New Brunswick—there is no provision for Senior Matriculation, and in Saskatchewan and Alberta a student must have received a Senior Matriculation Certificate to be considered a high school graduate by the province.

The typical large high school in Canada offers a variety of programs. These include a general program, an academic program designed for the student who will go on to university or to the specialized schools such as teacher-training colleges, and a vocational program which includes both technical and com-

mercial courses. Although there are special high schools offering vocational training, most are composite in nature, housing under one roof, facilities for the various types of educational programs. Besides such traditional subjects as science, mathematics, literature, history and languages, these schools feature courses in home economics, shops, agriculture and commercial subjects. The number of subjects available to students has increased greatly so that most receive the benefit of a broad program of study. For top calibre students, there is much in the school curriculum to whet their intellectual appetites. Gifted students are encouraged to pursue university careers, and it is not uncommon for high school teachers to devote special attention to the intellectual development of such students. They may assign more advanced subjects to them, or even meet with them after school hours for college-like seminars on topics ranging from the intricacies of space flight to the philosophy of Plato. Nor is the average student neglected as he receives ample instruction in his courses and is encouraged to continue learning after he has left school and found a job.

For many students, the high school is the focal point for their extra-curricular activities. These cover a wide field and range from bands, orchestras, and glee clubs to athletic participation and hobby clubs. In most large centres,

there is keen intra school rivalry in such sports as football, hockey and basketball.

In addition, most of the larger schools have councils elected by the student body who assist their teachers in the planning and administering of recreational activities and publishing school papers and yearbooks.

Teachers

In most provinces, elementary school teachers must have at least a high school completion certificate, with at least two additional years

of training, one of which is at a teacher's college or a university faculty of education. The present trend is to have teaching courses provided at a college or university campus and, in the Western Provinces, candidates enter a four-year college course, although they may withdraw after two or three years with a certificate. The college year generally consists of five subjects—four in the arts and sciences and the other in education.

Most high school teachers are university graduates with at least one year of teaching

A high school library.



training. Many of these are honours graduates and specialize in the teaching of individual subjects. In some provinces, candidates enroll in a four-year university course, with one-fifth of the subject matter professional training and the remainder in selected teaching areas.

In 1964-65, there were some 190,000 teachers and principals in Canada's elementary and secondary school systems.

Canada has 85 normal schools and teachers' colleges and 28 university faculties engaged in teacher preparation.

Universities

Canada has more than 40 degree-granting universities and about 350 colleges, the majority of which are affiliated with the universities.

A student normally must have a Junior Matriculation or Senior Matriculation Certificate to gain admission to university or college. Where Junior Matriculation is the entrance standard, an extra year's study is required for a degree.

For a bachelor's "pass" degree in Arts, Science or Commerce, three or four years of successful study is required, depending on the entrance requirement. In four of the provinces—Alberta, Saskatchewan, Manitoba, and Ontario—"honours" bachelor degrees are offered. To obtain these degrees, students must not only attain higher standings in their

courses and greater specialization, but must complete an additional year of study. At the University of British Columbia, "double honours" requires an extra year, but this is not the case for "single" and "combined" honours. In the other provinces, "honours" implies greater specialization and higher standing, but not an additional year.

Engineering students must complete four years of study after Senior Matriculation, and for Agriculture students it is either three or four years.

A master's degree usually requires two years' study following the receipt of a bachelor's degree or one year additional study if the student has an honours degree. To obtain his doctorate, a student must normally complete two years additional study, including additional courses, a written thesis, and in most cases, he must pass a comprehensive oral examination.

For the first professional degree in law, five, or in a few cases, six years of university study beyond Senior Matriculation is required; for medical students it is at least six years and may be seven.

Scores of young Canadians are now taking advantage of a university education. In 1966-67, there were over 200,000 full-time university and college students, and in the two-year period, from 1961-62 to 1963-64, the number

Teenage girls in high school gymnasium class.



of students graduating with a bachelor degree rose by about one-third to over 33,000. The number of those who obtained a master's degree jumped by almost a third to about 4,100; in the same period some 500 students received doctorate degrees—an increase of well over one-third. Current reports from educators indicate that an even more dramatic increase for all types of degrees will occur in the near future.

From 1963-64 to 1976-77, university officials estimate that some 850,000 Canadians will graduate with bachelor and first professional degrees.

To cope with the flood of students seeking a higher education, the country has launched a massive program both for the construction of new universities and the expansion of existing ones. A survey of universities in 1966 showed that they were involved in well over \$500,000,000 worth of construction, at one stage or another of buildings and plans.

Canada's most easterly university, Memorial University in St. John's, Newfoundland, will spend about \$50,000,000 in capital projects in the next ten years, including ten new buildings to handle increased student population. Enrollment is expected to double to 7,000 by 1975.

Montreal's McGill University has completed \$23,000,000 worth of construction in the

past year, including a \$10,500,000 library; many other projects are scheduled for early completion.

Other Montreal institutions have equally ambitious plans in the offing. Loyola College has a 20-year \$25,000,000 program in progress, and Sir George Williams University, which was formerly housed in modest quarters in the city, more than a year ago moved into an impressive \$24,000,000 14-storey building. The University of Montreal has completed a \$4,000,000 sports centre in addition to a \$14,200,000 nuclear physics laboratory.

A \$10,000,000 law and social sciences building was recently finished. A computer centre and girls' residence has been built, and the university now has a documentation centre in French Canadian literature.

The University of Toronto's Centennial project, built to celebrate the Country's 100th birthday in 1967, was a magnificent \$10,000,000 research library in the humanities and social sciences. In addition, it completed a new college—Scarborough—in 1966 at a cost of \$9,000,000; also in the near future it will welcome students to a 14-

Nature has provided a beautiful foreground for Ottawa's Carleton University.



storey, \$12,300,000 physics building, and medical students in 1969 will enjoy the advantages of a \$20,000,000 addition to the university's medical facilities.

Toronto's other university, York, came into being a few years ago. In 1964-65 its student body was around 800. By 1970 it expects an enrollment of 7,000. It has recently established a second campus and during the past year it has constructed buildings at a cost of about \$20,000,000. Its long range plans call for the construction of some 90 buildings with 12 colleges by 1990.

In 1965 it completed a three-quarter-round auditorium that serves as both a lecture hall for students and as a community theatre for the northwestern Toronto suburbs.

For 1975, York plans a completely bilingual college designed to equip bilingual graduates for high positions in the federal civil service.

Queen's University of Kingston, Ontario, is in the midst of a \$30,000,000 building program. The largest single item is the construction of a health-services centre at a cost of \$8,500,000.

Another Ontario university, Waterloo, plans to spend \$60,000,000 for buildings over the next five years. Probably the most novel of these is a \$9,000,000 "university

University student preparing a geological region map.



village"—a residential centre to accommodate 1,200 students.

The University of Alberta has a \$40,000,000 diversified program underway. It includes such items as a \$250,000 radiation research laboratory with a Van der Graaf molecular accelerator, an aquarium, a vivarium for studying animals and a swine barn.

One of Canada's most picturesque universities, Simon Fraser, situated on a mountaintop near Burnaby, British Columbia, was constructed in 1965. At the present time it has \$14,000,000 worth of buildings underway and has a five-year \$30,000,000 program.

The University of British Columbia at Vancouver has about \$20,000,000 in projects in the mill, and the largest of these is \$6,000,000 biological sciences, oceanography and fisheries complex.

Although education is a provincial responsibility, the federal government provides financial assistance, and in 1966 it announced a \$60,000,000 annual increase in grants to universities. This brought the total federal annual grants for universities to \$100,000,000. In addition, universities receive financial assistance from various provincial and private sources.

With a generous system of university scholarships, bursaries, and interest-free loans, the country is rapidly moving to the day when

no deserving student will be denied a university education because of a lack of financial means.

Technical and Vocational Training

In Canada today great emphasis is placed on the need to provide technical and vocational training for students who will not go on to university. As the country has become more and more industrialized—more than 32 per cent of all workers are employed in manufacturing, construction, and transportation industries—the demand for skilled workers has far exceeded the supply. At the same time, there are fewer and fewer jobs available for the unskilled worker.

To provide a trained pool of workers to meet the standards demanded by Canada's highly technical oriented economy, the federal and provincial governments co-operate in various training programs.

From 1961 to 1965, the provinces have constructed new training facilities which have provided a myriad of vocational training instruction for some 251,000 students. The total cost of this program is over \$800,000,000.

Each province has its own pattern, methods and standards of technical or vocational education designed to meet its particular needs. However, all provincial programs are co-ordinated by the federal government through agreements with the provinces.



This has become a familiar sight in Canada—the construction of new universities or the expansion of existing ones.

In general, publicly-operated technical or vocational training facilities are provided at three different levels in the educational system—secondary school courses, post-secondary courses, and trade and other occupational training courses for persons who have left school for work.

Technical courses for high school students are designed to equip students for definite occupations and, in addition to specialized training in their future fields, students also receive instruction in mathematics, science, English or French, and social studies. These courses are offered in all provinces, with the exception of Newfoundland, and they vary in length from two to four years depending on the course and the province in which it is given. Students who successfully complete

these courses receive a high school graduation certificate, and their training has equipped them for employment in a wide range of occupations, such as, the automotive field, building construction, electrical, metal-working, printing, agriculture, commercial and business occupations, etc.

For technically inclined students who wish to enter a highly specialized field, there are institutes of technology in every province except Prince Edward Island. Entrance requirement is secondary school graduation. The training they receive prepares students for employment as engineering or scientific technicians, medical technicians, administrative technical personnel and in other fields requiring two to three years of post-secondary school education. Canada's technical institutes

offer more than 45 different courses of study.

To help the labour force keep pace with a fast-changing economy, the Department has introduced an Occupational Training For Adults program. It is designed to help people meet the challenge of change by upgrading their work skills. Candidates must be at least one year past the school-leaving age of the province in which they live and have been out of school for one year. An immigrant can get training, including instruction in English or French if it is necessary for his employment, on the same conditions as a Canadian citizen.

Under OTA, the Department pays the cost of training, which is provided by a province or a municipality in their educational institutions, or perhaps by an industrial company or a private business college. Under certain conditions, living allowances varying from \$37 to \$96 per week are payable. You can get full information about OTA from your Counsellor.

Apprenticeship

Apprenticeship training in Canada is essentially a combination of organized on-the-job experience and classroom instruction, or other organized instruction relating to the trade. The normal period of apprenticeship in Canada is four years, although it may range from two

to five years.

Most of the recognized crafts and trades follow traditional patterns of apprenticeship. In a number of industries such as the construction and motor vehicle repairs industry, the occupations are "designated"—the only method of preparation and training is through an apprenticeship scheme regulated by the provincial Department of Labour. Successful students receive a certificate of proficiency in their particular craft.

Many firms provide apprenticeship instruction which is not covered by provincial legislation and a large number of Canadians have learned a trade in this way.

In a few cities and towns, journeymen electricians, and plumbers are required to pass local examinations before they may obtain a licence to practise their trade.

Adult Education

Education is a never ending process, and the adult education movement in Canada is well established. In 1963, more than a million Canadians were taking professional and vocational courses, social education courses and other studies both pragmatic and esoteric, to broaden their horizons. In addition, more than

Instructor and student making adjustments to some of the valves of fractionating column. This instrument is designed to give students practical experience in techniques used in petroleum industry.



200,000 were enrolled in formal academic courses—right from the elementary level to university.

Visit nearest Immigration Office

This booklet has attempted to provide a capsule description of Canada's educational system. But, undoubtedly you will have many questions that are not answered within its pages, and in addition, you may wish more information on various aspects of education in Canada. Experienced Canadian Immigration Counselling Officers will be pleased to discuss this very important subject with you, and they will make every effort in assisting you to augment your knowledge of Canada's educational system.

Important

Perhaps the single, most important thing that non-English or non-French speaking immigrant parents can do to help their children take full and immediate advantage of Canadian schools is to make sure that they bring with them official documentation from their children's schools and any other records that may be useful. This will help to overcome the difficulties of placing them in the right Grade and ensure that no time is wasted.

Young women receiving vocational training as hair dressers.



If you wish detailed information on the educational system of a particular province, you should, of course, contact the provincial officials. The appropriate officials are listed below:

Deputy Minister of Education,
Confederation Bldg., St. John's, Nfld.;

Deputy Minister of Education,
Province House, Halifax, Nova Scotia;

Deputy Minister of Education,
Legislative Bldg., Fredericton, N.B.;

Deputy Minister of Education,
Province House, Charlottetown, P.E.I.;

Deputy Minister of Education,
Parliament Bldgs., Quebec City, Quebec;

Deputy Minister of Education,
Parliament Bldgs., Toronto, Ontario;

Deputy Minister of Education,
Legislative Bldg., Winnipeg, Manitoba;

Deputy Minister of Education,
Legislative Bldg., Regina, Saskatchewan;

Deputy Minister of Education,
Legislative Bldgs., Edmonton, Alberta;

Deputy Minister of Education,
Parliament Buildings, Victoria, B.C.

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